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ABSTRACT

Designed with the adult education instructor/supervisor in mind, this manual's purpose is to bring adult education courses into a career focus by providing a group guidance program. Divided into seven sessions, the program outlined in the manual aims to help individuals, with instructor or guidance counselor leadership, to clarify for themselves their values concerning (1) lifestyle; (2) what is wanted from work; (3) a practical definition of success; (4) how to make decisions with favorable outcomes; (5) making an inventory of skills, where these were learned and used; (6) desired working environment; (7) work options available to them; and (8) evaluation of personal options based on previous information. By means of exercises and homework assignments, the program is designed to lead participants to active engagement in career search and planning, covering topics that include resumes and cover letters, how to find "hidden jobs," conducting a job search, and handling interviews. Appendixes provide alternative ideas, discussion of individual counseling, and reading lists for leaders and participants. (CP)

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# INSTRUCTORS MANUAL

## JOB HUNTERS GUIDEBOOK WORKSHOP PROGRAM

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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These materials were developed under a Part C grant from the Office of Education, Department of Heath, Education and Welfare. the ideas and methods used or described herein are those of the project staff and do not necessarily reflect the official position of the Office of Education; HEW; or the Vermont State Department under whose auspices this project was carried out.

This program is indebted to the Penn. State Career Exploration Workshop; the Burlington Access Center and especially to John Vogelsang of the SPACC program Burlington and Newport, Vt. for sharing their ideas, materials and time to help in developing this program.

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## Preface

Career counseling can be a long process. There are guidance counselors and placement services to guide us from the sixth grade to the senior citizens home. The very fact that these persons and services exist shows that many persons have trouble with their foresight.

The challenge in counseling adults in making their career plans is not in directing them. The successful career counseling session doesn't merely see the client leaving the counselor with a goal and a plan for achieving that goal.

While both of these functions are part of guidance, a bigger part is that of providing the client with the tools, and the understanding of those tools, to make future decisions easier to handle and manageable without outside help.

Many times this is not possible with individual counseling. The process of attaining mutual client/counselor trust and arriving at the basic information needed for a career decision is sometimes so drawn out that only the goal of directing is attained.

This is a program of group guidance. With this program, the individual sessions merely bring the group activities into focus. The group activities do the following:

1.) Help the individual find what lifestyle she/he would like.
2.) What she/he wants from work (values).
3.) A practical definition of success.
4.) Decisions: how to make them and insure a good outcome.
5.) The skills she/he has; where they were learned and used.
6.) The working environment she/he desires.
7.) The work options available to him/her.
8.) Evaluating his/her options based on the previous information.

The program also contains some practical job—hunt information such as how to prepare an effective resume and cover letter; how to find the 'hidden jobs'; how to conduct a well organized job search or safari; how to handle the interviewer and how to speed your success on the job.

There is no guarantee of total success. This program can only do half the job at best; the clients' will must do the rest.

This program was prepared under a government grant. It was designed with the adult eduation instructor/supervisor in mind. The purpose is to bring the adult ed. courses into a career focus i.e. to answer the questions 'What should I take that has career possibilities?' or 'How can I turn this course into a job or career opportunity?'

The group sessions will utilize your abilities as a teacher and a group leader more than as a guidance counselor. As such it is probably to your best advantage to try and draw out group responses to the activities

presented here. This manual has provided some clues on how to extract responses and how to bring them into focus.

The individual session calls for some of the skills of a guidance counselor. The skill of active listening and that of acceptance are well known and the language of acceptance is presented at the back of this book.

Above all you should give the persons you work with the feeling that they're alright, that they have done the best they could but like all of us they can do more. Have fun with this program but remember that it is hard work. If you don't believe it just go out and knock on employer's doors each day and interview several times.

When you meet individually remember that you must put the participant at ease. If she/he has kept up with the work there is a base of information on values; likes and dislikes, past experience and skills and decision making that you can refer to.

Read the material presented here over, do the program just the way it is presented. As you do this make notes on what works and what doesn't. Refer to the section of alternative strategies or sources and make substitutions. Read the self—help books that are published every week, weed out the good ones and refer to and take from them——everything is a potential source of help to you and your participants. Make this program grow and change just as you expect those enrolled in it to do.

## Introduction Session

(This can be a separate session or it can be part of the first session. It can be as short as a half an hour or as long as an hour depending on how much of the following material you want to use.)

What is presented here is something of a scare tactic. Not that the persons you will see at this session will need to be convinced that looking for a job is a rotten time in their lives.

Write the following on the board: Job Mill
Goal
Questions
Anything
More Questions
Rejection Shock

Your presentation should be based on the following: While many people call it the job market, to most people--and for this session--it is the Job Mill. This is the place you are run through after you leave or are fired from a job and unfortunately it's where you go when you first look for work. It is a very effective attempt to make you feel thankful for the job you finally get.

To most people the job mill is a mysterious thing. Most of your friends have either never been in it or have been out of it so long that their advice is useless. Those that have been in it tell you it's a rat race and you're better off going on welfare. Chances are that they didn't understand what was really going on out there, so their advice is nearly as useless as those that have been out of the mill for awhile.

Let's look at some of their advice:

Watch the papers.
Go to Job Service.
See a private employment service.
Go see your uncle Louie.
There's no work here.
Why don't you try another city.
Don't go into a plant.
There's no outside work around.
The competition is so stiff you'll never get hired.
I found work so will you.
Hang tough.
Take a part—time job for a while.
Come talk to my boss.
Don't worry something will turn up.

That last advice is true. But will that something be what you want and how long can you wait?

Most workers in this country change jobs at least five times during their first ten years of working. Many persons losing a job end up underemployed when they take their next job. This means they take jobs paying less than their last position or with less responsibility. This doesn't have to happen to anyone.

Most people looking for work have set themselves a goal. Either they want to do what they did in their last job: 'I was a painter. I guess that's what I still want to do.' or they were trained for something 'I took computer programming in school.'

Then they go for the few openings answering that goal. They are suddenly asked The Questions:

Why do you want to do this?
Why would we hire you?
What do you think you can do for us?
What makes you think you can handle this?
What do you want to be doing in five years?

Then they get hit with the clincher phrases:

We're not hiring in this area right now.
We're looking for someone with a little more experience.
I think you are too qualified for that job. If something requiring a person of your abilities comes up. . .

Although couched in nice sounding phrases, all this says to the job hunter is a big, loud 'NO'. And when you hear it said over and over again you begin to wonder. Maybe if you broadened your search. . .

So the job counselors and personnel people see job hunters who change from goal setters into people who are looking for 'anything'. This word says nothing to the counselor or employer. It means you have no direction, conviction or purpose. You just want a job and aren't likely to be the kind of dedicated employee they are looking for.

Then you get the second kind of questions':

Why did you leave your last job?
What do you think you can do here?
Why did you choose us?

And there is a generous helping of the first set of questions also, especially:

Where do you see yourself in five years?

All that has happened with this supposedly broadened job search is another round of rejections with another, even louder, volly of 'NO'S'. So the job seeker slips into:

## REJECTION SHOCK

This is the time when you begin to wonder if it is you or the employers. After all you've been getting the same answer everyplace. This is when you do one of two things. 1. You stop caring. You don't look good when you apply. Your approach is negative "You don't have any jobs do you?' Hell, you might as well give them some reason to reject you, right? 2. You stop looking. There's nothing out there, so why bother. Maybe if you go to another city, or town. . . Instead you just sit at home and wonder what's wrong. You find excuses for not looking that day or the next. 'It's too hot (cold, rainy, etc.)' Finally someone will hire you. A job will pop up and you will feel appropriately thankful and will stay at the job you now have right? After all who wants to go through the mill again just to get another lousy job.

## There Must Be a Better Way

There is a better way, the average job seeker comes so close but doesn't quite make it without some help. Of course there are the others, the ones who were never jobless more than a week. They may change jobs every year or so but they always come up with something right away-how?

Most likely they have found the right way. Finding the job that is right for you is a combination of knowing what you are looking for, why, and having confidence in your ability to do it. Evaluate yourself on what you like and what you are good at. (You may want to write that on the board.) If you do this you become a more effective job seeker and you can convince an employer that he wants you. You can learn that will make you a more effective job hunter. 'If that is true,' you say, 'then why don't more people know of them?'

(Write the key words from the following on the board:)

No direction--Someone just entering the job mill usually isn't sure what she/he wants. A person who is changing careers is sure what she/he doesn't want but usually isn't too clear on where to go from there.

No methods: Okay, so maybe you know what you want, in general, but you have no systematic way of narrowing in.

No motivation: You have an idea where you're going, you've bought a book or some other tool for narrowing in, but you don't do anything.

Most people need someone or something to give them a good swift kick--or at least a nudge--from time to time. Of the four factors this one is the most common and the hardest to overcome.

No space: Everything is great; tools are there, there's a sense of direction and the motivation is there but you find yourself in a corner or a box. You don't have enough space to move in--you need enough information for a decision by tomorrow-preferably today. As a result you gloss everything over and don't use the tools as they should be used.

(Here's where you start describing the program--in the terms you just used.)

For this program you've got to give yourself seven weeks (depending on the schedule chosen.) That time is needed so you can use the tools we provide at a slow pace. This way you can think over what you want from your working life and your life in general. If it is to be done systematically and completely you'll need all this time.

As for a little push, you've shown you have some inner drive by being here. Now, both the group and the instructor will help revive that inner drive when you feel yourself falling behind.

Direction--Ask how many people have an idea what they want to work at or as. Then ask how many have a better idea what they don't want to work at or as. (If more raise their hand to the second question then say:) Then you have direction. It may be a negative sense of direction but it is direction. If you can list the reasons why you don't want to go back to some sort of job or way of life then you should be able to reverse that process. This program will help you find what you can offer a job and what you want a job to offer you.

Remember, employers like to think they are doing you a favor, if they weren't there to give you work you'd be out on the street. Just remember that if they didn't have anyone to do the work they wouldn't have their business and they'd probably be out on the street with you. Employers and workers need each other. When both groups realize this the job hunting process will be a lot easier.

## Other Information

You may want to add any of the following information depending on how much time you want to spend.

(You could write the following on the board:)

The Right Job

Finding, Getting and Succeeding at it.

You should know your:

attitudes

personality
skills
experience
education

While most people think it is your skills and experience that will make or break you as a job applicant most job counselors disagree. They place greater emphasis on your attitudes and personality. The theory they have is this: a) Many people have bad job experiences before finding the 'right job.' b) Day to day skills are better picked up on the job than by formal education. c) Everyone has a basic core of skills that can be applied to a variety of jobs. d) It is an applicant's knowledge of and confidince in himself that impresses the job interviewer.

Based on those assumptions this program will examine: a) What you want for a lifestyle and where. b) The values you place on your work that make it a career rather than just a job. c) What is your basic core of skills. d) How you can make your past experience add up to an effective job hunt and better your chances of succeeding in a career.

Common Misconceptions

Truth--Most unemployed persons are between 18 and 28 years-old.
Myth--Therefore the older you are the better chance you have of finding work.
Truth--Of the 1,000 middle aged men losing their jobs this month, 80% will be either underemployed or unemployed in a year.
Truth--Employers think that older workers don't pay back the investment made in them for training. (That belief is a myth.)
Myth--If I set my price low enough I'm more likely to get a job.
Truth--Set your price range just above what you think or know his minimum to be and just below what you think his maximum is.
Myth--I'm going to have to take a job paying less than my last job.
Truth--Of the one million new jobs each year there are 750,000 jobs paying $15,000 and up. By the end of the year only ⅓ of these jobs are filled.
Myth--There are at least 20 applicants for every position.
Truth--There are about 7,143,000 unemployed persons. A quarter of these are ficitious job seekers i.e. those collecting unemployment while raising a child, or waiting out retirement. Most lower level jobs go quickly while most of the $15,000 jobs have three or fewer applicants.

Some of the best militant job-hunting information is contained in the first few chapters of 'What Color Is Your Parachute?' by Richard

Bolles. You can find more information on it in the section on building a resource center for the program.

Like any of the information in this book it should only serve as a starting place. Make this and the succeeding sessions your own by adding or taking away anything you want.

## Scheduling the Program

The program is designed to run seven weeks, with an additional week to be used for final, individual, interviews. This schedule should occupy one semester of the adult education program. The first schedule calls for one night per week of the adult supervisor's time (plus additional time for the individual interviews, made by appointment.)

The other schedules call for more time per week but a shortened schedule. This could be started a week or two after the first hectic weeks of the semester. In this way the supervisor would have the needed time to iron out any problems during the first few weeks.

It is also suggested that the individual counseling, vital to motivation, should be scheduled rather than left on an appointment basis. Participants should feel free to talk to the instructor, these scheduled interviews make good ice breakers. (sheets on the individual counseling can be found in the back of this book.)

## Suggested Schedules

1. Week #1--Mon. Intro. Session
   Week #1--Tues. Who's Out There
   Week #2--Thurs. Who's In Here
   Week #3--Thurs. What Is Success
   Week #4--Thurs. Where Do I Go
   Week #5--Thurs. How Do I Get Where
   Week #6--Thurs. Getting To The Interview
   Week #7--Thurs. 'What Do I Do Now'
   Interviews by appointment

2. Week #1--Tues. Intro. and Session 1
   Week #2--Thurs. Session 2
   Week #3--Tues. Session 3
   Week #4--Tues. Session 4
   Week #4--Thurs. Session 5
   Week #5--Tues. Session 6
   Week #6--Thurs. Session 7
   Interviews by appointment

3. Week #1--Tues. Intro. and Session 1
   Individual interviews between classes
   Week #2--Thurs. Session 2
   Week #3--Thurs. Session 3
   Individual counseling between classes
   Week #4--Thurs. Session 4
   Week #5--Tues. Session 5
   Week #5--Thurs. Session 6
   Week #6--Tues. Session 7
   Final interviews

4. Week #1--Tues. Intro. & Session 1
   Individual interview
   Week #2--Thurs. Session 2
   Week #3--Tues. Session 3
   --Thurs. Session 4
   Week #4--Tues. Session 5
   --Thurs. Session 6
   Week #5--Tues Session 7
   Individual Counseling

Session #1

GOALS: You should open with a statement such as 'I want you to start thinking about setting goals for yourself. Not just goals for the rest of your life (the big goals) but also the little goals (I want to accomplish this today. . .).

'To get you started I will begin each class with my goals for that session. My goals for tonight are:

1. 'To start you thinking and really seeing the part of the world you live in and to start really seeing what the people around you are doing.'
2. 'I also want to start you thinking about forming your individual definition of success--in life and work.'

Those are fairly modest goals but you will have all you can do in two hours to start the thinking process and spark good conversation about each topic. The following exercises are just for openers.

Session #1

(Suggested Introduction)

The premise of this course is that you can plan yourself a career and decide where you want to go with your life. It's a little bit like planning a story--except this is real life, the story of your life. You must know all the elements; where, what, who, how, and when.

The where is what we'll look at now. (Write the key words on the board.) WHERE do you want to work; both the general area and the specific environment. WHERE will your interests flourish. WHAT you want a job to give you we'll talk about later as well as what you have to offer the world. HOW to make a career decision using all of this information. WHO you are. This will come out as examine the other three elements. You'll examine how you look at others and how they see you.

WHEN do you have to make a decision will be discussed as well as when do you want to do things (scheduling your future.)

It will add up to knowing your base of skills and experiences, what others you want, where to get them and how long it will take. All this will make you both a better job seeker and a better worker.

(Activity #1)

Dream House

Time: 20 min.

Purpose: To start participants thinking about their lifestyle and income level they want.

Step 1. On a blank piece of paper each participant draws a line (horizontally) through the page. The top half is then divided into four sections.

Step 2. You say:

'You are now going to draw your dream house. This is the house into which you put all the comforts you always wanted--the things that will make you happiest. Take five minutes to draw or list the key items that describe this house. You can draw several floor plans or take four rooms and how you would furnish them.

Make sure it is complete enough so that with your description you can make someone else 'see' this dream place.'

See illustration and show to class if necessary.

Step 3. When they are finished, divide the group into pairs. Have one member or each pair use his or her floor plan to describe the dream house. The other person just listens, she/he cannot make any comments.

Step4. a) When the first person is done (a time limit of between one and three minutes can be imposed) the second one then repeats the description.

b) She/he should also comment on the type of lifestyle they see going on in this house i.e. a lot of parties, serious thinking, artistic doings, the natural life; and what kind of income is going to be needed to build and keep the house.

Variation:

Another exercise (adding about five minutes) would be to have two groups get together. One member from each group introduces the other, tells some of the key points of his/her dream house and repeats some of the assumptions based on the description of that house.

We all express ourselves through where and how we live. Each member will be asked to think over the comments made on the lifestyle and his/her person on the basis of the house. Were they valid? (Give them time to respond to this question.)

(Activity #2)

16 Hours and Counting
Time: 30 min.

Purpose: This exercise is an 'identifier'. It is to help some of the members discover that they are dissatisfied with in their work or the course of their lives. Many persons come into programs such as this with a vague feeling what something is wrong. This exercise and the living/working ones that follow help them to narrow in on their discontent and the possible solutions.)

Step 1. The participants now use the bottom half of their pieces of paper. They first draw two circles and are then told to divide the circles in half, then quarters then eighths. These circles represent their waking day, with each wedge representing two hours.

Step 2. Your introduction: Each of us has 16 hours to do with what we will. Our average weekday is taken up by what activies? (list some possibilities on the board) We work (perhaps eight hours or more), we do chores, eat, watch TV, read, listen to or make music, recreation, be alone, be with friends/family. (Now ask:) "What does your average day consist of? In the first circle show how much time you devote to these, or other activies."

Step 3. Have them take five minutes to complete the circle,then say, 'Now, in the second circle, redivide your time. What would you do more of-or less-in your ideal day? Would you do something out of the ordinary? Take five more minutes and design your ideal day.'

Step 4. When the time is up, the participants pair off, again with someone new. In turn they are to take 2-4 minutes and go through their average day. They then tell how the day was changed to make their ideal day and why they made those changes.

Step 5. You can now have the participants form groups of four and have one member report as you ask questions or they can respond by raising their hands as you ask:
How many eliminated work from their ideal day?
How many had the same day for both circles?
How many described their workday for the first and their weekend for the second?
How many think they can acheive their ideal day? When?

Step 6. Sum up by saying: 'This exercise should give you a clue as to what you want out of life and why you are taking this course. If you had the same day for both circles you should be up here teaching this. If you eliminated work, why? If both circles had work was it different work, how? How many feel they would like to change the way they relax or spend their 'spare' time?'

(Activity #3)

Lifestyles Chart
Workbook Introduction
Time: 15 minutes

Purpose: This exercise shows how to evaluate an area based on the lifestyle values it satisfies.

Step 1. At this time the Career Decision workbook is handed out. Have the participants read the first few pages until they come to the lifestyle chart. Tell the group that if they really wanted to know what an area had to offer they might get the information by:

1. Reading the newspaper.
2. Reading the Yellow Pages.
3. Talk to the town clerk.
4. Look at the city or town directory.
5. Contact the Chamber of Commerce.

First they should know what they are looking for--that is what the lifestyle chart is for. Have them take five minutes to go through the chart.

Step 2. Now, introduce the section "Where Do I Get It". Draw a similar chart on the board; Have some of the group members tell their priority lifestyle values.

Step 3. You then have the group brainstorm the possible area features that would satisfy those values, filling in the spaces on the board as they do so. After doing two or three say:

"This is what I want you to do during the next week. Make a chart as I have done here and you will find in the workbook to come up with a definition of the features your ideal area will have."

Step 4. You should also have them read the "Information Gives You Power" section and work through the "If I Were a Carpenter" section.

You say: "In the Carpenter section you are going to try and find success examples but it is hard to do that without first knowing what makes someone successful. That is what we'll do in the next exercise.

(Activity #4)

Success Chart
Time: 30 minutes

You then talk about the influences in a person's life. The first being his parents, the next his peer group and then his spouse. All these groups help to form a person's definition or perception of his life, including how he judges success.

Purpose: This will help distinguish the factors that go into marking someone a success. It will also give a background on how you formed your definition of success.

Step 1. Hand out the success chart. The group is then given 10 minutes to complete the chart. To do this they must fill in each parents definition, then their friends, then their mate, then their own.

Step 2. Have the group compare their parents definition with theirs. They are to make a plus sign (+) in the parents column for each success; with their friends and mates.

Step 3. Next, ask the following questions:
Did anyone have exactly the same values as their parents?
Did anyone have exactly the opposite values from their parents?
How many felt, from looking at the chart, that their parents were their biggest influence? Friends? Mate?
How many checked "Being Rich"?
How many checked "Being Happy"?
Which is more important?

Step 4. Have the group brainstorm to find the top ten factors needed to be a success. (You should first have them use the back of the sheet to find their top five factors.)
Tell them to keep this last list in mind when choosing their success models for the "If I Were A Carpenter" section of the workbook.

## Homework: including
## The Practice Job Hunting Safari

Tell the group that for homework they are to do the success exercise "If I Were A Carpenter" and they are to work through the book until they complete the "Work Values" section.

The reason the "Work Values" section is so important is that most persons know what jobs they don't want but can't name the ones they would like to work at. If they are going to investigate alternative jobs they should know what they want those jobs to give them. After all, employers want to know what they can offer him; they should know what his job can offer them.

The best way to find out what a job is really like before you take it is to talk to other persons doing it. The best way to know what information you are looking for is to know what you are looking for in a job. The work values exercise will tell them this. They should use this section and the "How Do You Do..." exercise to get and evaluate information in their "Job Safari"

You introduction should go something like this.

"The good job hunter is always asking questions, talking to people who may have information about the job, jobs or field he is interested in. Unfortunately most of these persons are strangers. For most of us it is hard to talk to strangers--yet that is what takes most of the time in effective job hunting.

"To meet this need you are going to practice some of the things we have discussed up to now and will discuss. You are going to do it in your community."

"Some job hunters say they are very nervous during their first few job interviews but that they become more relaxed the more they do. The same thing is true with trying to find information from strangers, the more you do it the easier it becomes."

(Make the following explanation; writing the bold section on the board)

**Why are you doing this:** For practice and to become the leading authorities on job prospects in this area.

**What do you do:** Use the information sources we have talked about: the Yellow Pages, city directory, the town clerk, Job Service, etc.

**What do you ask about:** Two things: 1. the economy--is it growing, stable or declining; is business expanding; what jobs are being done or are needed (small businesses--jobs you could go into.) 2. You pick a topic such as a hobby you are interested in but have never done: carpentry, skiing, leatherwork, photography, pottery, etc. Find out who is doing it, how long it takes to learn, where you can learn it, are there money making prospects in it for you.

The Practice Job Safari take-home sheet is included in the reproduction packet in this book. Also included:

1. Dream House / 16 Hours and Counting sample sheet
2. Success Chart
3. Sample Introduction Materials

## Session #2

At the beginning of each session take a few minutes to reinforce the values of setting goals. This should be done by first telling the group the goals (objectives) you have for the session.

"The goals I have set for this session are:

1. To help you personalize your definition of success that we started last week with the Success Chart.
2. To get you to define what you want from your work and to use your wants in choosing work.
3. To get you to realize the number of decisions you make each day, the ways you solve those decisions and what a successful decision maker you are."

(If you are not sure of the values of goals... Do you set goals for yourself?... read "Psychocybernetics" by Maltz or "Deciding: A guide for Women" by Scholz, Prince, Miller. Both listed in the bibliography and are good background.)

From now on the opening of each session will be a review of the previous session or sessions. Tonight the review will center on the Practice Safari. Specifically you will be looking for those persons who are having success with the exercise and those with problems. If necessary you will pair the participants up in a buddy system to help each other.

### Review--Time 10-30 minutes

Ask if everyone has talked to at least one person. Try to determine who has talked to the most people. Ask for the topics they have chosen to investigate. Write them on the board. If some haven't chosen a topic have them name things they are interested in or have other members name their alternative topics. The group will then brainstorm the possiblities of each topic.

(Possible exercise)

At this point you could have each member choose someone in the group she/he doesn't know. Tell them they are going to interview each other. They then try out their questions with that person. You could have them role play with one member pretending to be a meter reader and the other a postman.

(Allow 10-15 minutes after they have started.)

(If you run this exercise at this point, then the program will most likly run overtime. This can be avoided by shortening the proposed exercise with the Skills Sheet and/or eliminating the 10 minute break.)

(Activity #1)

"Who is a Success"
Time: 20 minutes

Point out that the Success Chart used at the last session should give some idea of how to spot success in themselves as well as others. This exercise will help them personalize success.

Step 1. Go around the group having each member name a famous person they consider a success. Write the names on the board. (Get no more than 6 names.)

Step 2. Go back to each person and ask for the reason they consider this person or persons a success. Have them use the Success Chart if they have to
You are trying to bring out the actions taken. If they say "Being famous" ask how the person became famous. If they say "Being respected" ask why she/he is respected. When you get a good set of actions go to the next name. Write the actions on the board.

Step 3. When this is completed direct their attention to the board. Count the number of times being rich was mentioned. Say something like "Notice that you mentioned specific things these people did to be successful. They are all rich, at least by most of our standards but you only mentioned it XX times."
Remind them that most fortunes were made by people who had things they wanted to accomplish. Henry Ford wanted to make cheap, but reliable transportation available to the masses. Thomas Edison thought there must be some use for electricity. L.L. Bean wanted a boot to keep his feet dry when he went fishing or hunting. From that simple idea came a sporting goods business worth millions.
Success is measured by what goals you set for yourself and how you achieve them.

Step 4. You can now repeat the above steps with the local people they consider successful.

Step 5. Notice that these persons too were singled out because of things they did rather than for wealth or power. Actions are the reasons for their successes.

Step 6. Mention that they should go talk with those local success persons they named. Have them tell those persons about the course that they were named as successful and ask them if they think of themselves as successes. Ask how they got started in this direction and what goals have they set for themselves along the way.

(Activity #2)

## Work Values
Time: 20 minutes

Purpose: To show participants how to use the Work Values section of the workbook in choosing their career and jobs.

Step 1. Have participants turn to the Work Values section of the workbook.write the word 'mechanic' on the board, then the name and job of one of the local success persons. Have one of the group name his/her last job. (Pick someone who enjoyed his/her last position.)

Step 2. Start with the mechanic. Have the group pick out possible work values that would lead a person to become a mechanic. Then have them do the same with the success person they named and the group member's last job.

Step 3. Have the person who named his/her last job silently write down the values that led him/her to take that job. After a minute have the group brainstorm some possible values. Then have the person and the group compare values.

(Explain that this section of the book is useful if they are asked in an interview why they took a certain job or why they are looking for a certain job. Later, the skills and training sections will tell what they have to offer an employer.)

As an alternative you could have the members pair off to work through the first two jobs. Then each of the partners would name a job he or she enjoyed. The other partner then identifies the work values and they compare their findings.

After they have finished, one member of each pair reports their findings. You should ask if anyone was surprised about what his/her partner came up with for work values. Then relate this to the resume/interview part of job hunting.

IF THEY HAVEN'T DONE SO = REMIND THE MEMBERS HOW IMPORTANT IT IS TO FILL OUT WHAT THEY EXPECT FROM A JOB.

(Activity #3)

## Five Decisions
Time: 30 minutes

Purpose: To give a look at the various kinds of decisions a person has to make each day. Many of these are not usually thought of as decisions This exercise also looks at how to resolve a decision. It is the introduction to the systematic approach used in the Career Decision model on the inside cover of the workbook.

Step 1. Have the group turn to the ' Decisions Everyday' section of the workbook. Going around the room have them each name a common decision. You write these on the board starting with your own suggest ion of ' when to get up.' (You might also add "when to go to Bed," and fill in between in somewhat chronological order.

Suggestions should run along the lines of: when to eat (or what),what to read, what TV show to watch, where to shop, what to buy, what job to take (it's not an everday thing but don't eliminate it if it comes up), to believe in God, to be on time, to have a child, etc.

Step 2. When everyone has had a chance ,tell them they are now going to rate a decision. Write the following rating system on the board:

0= Made by others
1= Automatic, done without thinking
2= Occasionally thought out
3= Think about but don't study
4= Study and think about a little, ask others about
5= Study and think about a lot, ask questions and read about

(These can be printed up and run off on a spirit master so everyone can have his/her own copy.)

Step 3. Go through the ratings, first matching up the zero decision rating with the decisions on the board. (There should be at least one.) Then compare the #1 ratings with the decisions.

After you have gone through all the ratings, ask the group which number occurs most often. Ask them for their reactions to this chart.

Step 4. Now state that there are five major ways people handle a decision. they either:

1. Wait, "Time will tell."
2. Let someone else decide.
3. Leave it to chance, flip a coin.
4. Forge ahead and whatever happens happens.
5. Systematically gather information and weigh alternatives.

Step 5. Using this list, go over the common decisions on the board. Take each decision, with a show of hands, have the members indicate which methods they use to resolve this decision (pick the more complex decisions such as: which book to read or where to shop.)

Step 6. Tell the group they will now rate their decision making abilities on a one to five basis.Ask how many would rate themselves a top decision maker or as number one? How many at the bottom or number five? How many rate themselves as average or number three? How many are satisfied with their decision making? How many think they will improve in this course?

## Skills Sheet
Time: 15-20 minutes

Purpose: This is an introduction to the "homework" assignment of extracting skills from past experiences. It can be run as an in-class exercise or as a take-home assignment.

Experience has shown that it is better done in class. If you are finding that you are running overtime at this point you can: 1. assign it as homework; 2. ask the class if they would like to take extra time to do a preparation exercise (have them rate this decision then come to a concensus);3. arbitrarily go ahead-to keep on schedule.

Step 1. Have each member of the group name one of his/her skills. Write them on the board. When this is completed, write this list on the board: money handling, inventory, writing reports, scheduling, managing, ordering supplies, manual dexterity, keeping records. Ask for a show of hands from those persons who have any of these skills.

Step 2. Have the group turn to the 'What Have I Done For Me Lately?' section of the workbook. Have them take a minute to read over the introduction. Ask if there are any questions. Have them fill out the inventory.

Step 3. Now have them turn to the 'Skills You Might Have' section of the workbook. Ask if anyone sees skills here s/he might have.

Step 4. This slides into the introduction to the 'You Are A Success' section of the book. Tell the group that everyone has hidden talents or skills they have never thought about-they just use them. The easiest way to pick out these skills is to look back at you accomplishments.

Say:"For homework you are going to think about your success. Take an hour each day-schedule yourself- and think about your life. Ask yourself what you did well, were proud of, or were complimented on by someone?Write it down in a short statement like 'I fixed my sister's car.' Now write a description of that incident just as though you were telling it to a friend. When you have the description written out look for action phrases like 'I studied the service manual.' That means you researched something, so that is one of your skills. Or how about 'I remembered the procedures and went step-by-step.' That means you followed a plan of action so planning and carrying out instructions are also skills you have."

And so it goes. Ask if there are any questions. Go over the time scheduling again. Tell the group to set a goal for themselves each day and keep it. For instance, they could think up the incidents one day; write them out on the second and third days and pick out their skills on the fourth day.

(They should be trying to do the same thing with the Practice Job-Hunting Safari. If you want to take the time,ask how many of them have been doing this.)

## Session #3

Again, you will start out this session with a review. This is to show the group how this is all fitting together. This is also the time when you ask if everyone understands and is having success with what has been covered.

"You're going to be sick of hearing me say it but goals are important. Here are my goals for the session:"

1. To round out your view of decisions and their outcomes.
2. To get you to review what you have done with your life and what skills you have gained along the way.
3. To have you examine possible options available to you when you start looking for that "right" job or career.

### Review
### Time: 10-15 minutes

This review should follow the who, what, where format used in the opening session. This session might also be a good place to start relating this material to the job hunt.

Review for yourself: the where of working has been covered in the first session with looking at the locality you chose to live in (hopefully this is still going on in the Practice Job-Hunting Safari). In this session you are going to get closer to the where by looking at the where you would most like to work - your most productive work environment.

The what and who of sucess have been covered. Ask the group what they got from going over this. The what of decision making was started, and what you want from a job. In this session you will talk about what makes a good decision and does that insure a good outcome.

You're also going to cover the biggest what: what have I done so far. The members are going to look at their past and you are going to help them (they'll really help each other) find their skills in what they've done.

Now that you've covered it cover it for the group. How is all this is going to fit into a job search?

You can never know too much about where you live; whether you are thinking of moving there, new in town, or lived there all your life. Every job hunt should first start with a survey of where you live, whether it is done on foot, by phone, by mail, or reading at the library. A couple of years of settling in at a job and concentrating on it and you loose sight of your community at large.

Success - how can you know what to do to make yourself successful if you're not sure what you think success is or who your success models are. The best way to find out how to be successful on your own terms is to look at others who have made it.

Decision making - most people think they are poor decision makers until they realize all the decisions they have made successfully. If they messed up the important decision it was probably because they didn't realize how to make them--that's what this program is for.

Skills - you have to take inventory of your skills so you can tell an interviewer what you can do. You also have to know what you expect

from a job. Everyone takes jobs for a reason. Interviewers want some idea of why you took your last job and why you are being interviewed for this one. If you can tell him what you are looking for in broad terms and what you can bring to a job in specifics you have a better chance of impressing him.

Quickly go over in your mind what you want the members to have accomplished by now in the Practice Safari. 1. They should have talked to a good number of people by now (will 10 be considered a good number?). 2. They should have a good idea of the economic picture of the area.

If you haven't done it already find out what each member is asking about. You can repeat your performance of asking for good experiences and bad ones. It might be useful to go around the table and ask each person the topic she/he has chosen. Write each down on a piece of paper. Then ask where and who they have asked about that topic. Ask for their conclusions thus far. (If you find someone who has fallen way behind at this point assign a successful person to help him/her.)

Tell the group that you will ask for a mini report at the next meeting so you can make a preliminary report an the group's findings. What they find out will become one of their reference sources.

(Activity #1)

## Decisions vs. Outcomes
Time: 20 minutes

Purpose: To show that good decisions do not necessarily lead to good outcomes. The bad outcome isn't necessarliy a reflection on the decision.

Go around the table and have each member name a decision covered in the rate a decision section of the last class. Roughly go over their rating and how they are usually resolved. Typical entries should be what to eat, what to wear, where to shop, what to read, etc. If they don't suggest it then slip in stopping at stop signs. You can also use decisions such as whether to shop or do housework. What you are going to talk about is the situations where people say, "Oh, if only I had done..." or "If I hadn't done this what might have happened?"

The stop sign. At a stop sign you have two choices: to stop or not to stop. You choose not to stop--you run the sign. As you get into the intersection you get hit. Was the decision bad? (Yes) Was the outcome bad? (Yes) Discuss this. Use the same example only this time you don't get hit. Was the decision bad? (Yes, because careful enough consideration wasn't given to entering the intersection.) Was the outcome bad? (No, but was it worth the risk?)

The same stop sign. You stop, look both ways, go out into the intersection and get hit. Was the decision bad? (No, you did the smart thing. Say the car was obscured as you looked, it was something you couldn't have known when you thought everything was clear.) Was the outcome bad? (Yes, you got hit. Later on you might collect more in insurance than the car was worth but the initial outcome was bad.)

Ask this: Does a good decision always mean there will be a good outcome?

A decision is judged on the way it is made, not on what happens because of it (outcome). Giving a decision all the consideration it deserves increases your chances of a good outcome but doesn't insure them.

(Activity #2)

Your Success Experiences
Time: 25-40 minutes

This goes along with the workbook section "Success!!!" and should have been assigned as homework at the last class. If it wasn't -or- no one in the class has done the exercise you're in for a long session. The smart thing to do here is find out how many have completed it (a show of hands).

If most haven't finished or started this exercise you could;

A. Give them time to finish (5 to 10 minutes) while those that did finish take a break or help the others.

B. Skip this exercise for now but assign partners to work with each other during the next week to complete the exercise. If you find this is a common occurance as you run this program you might want to have them select partners at the end of the first class. In any case you go on to the next exercise the "If You Work Here" experience and the Lifeline experience. This should give you time to schedule this exercise into the next session. But this hasn't happened to you. Everyone in the group has found some experiences. Now what do you do?

Step 1. Ask for volunteers to read or describe in detail their experiences, one or two will do. If there are no volunteers pick one of the more outgoing members first, then a quieter person.

Step 2. Have the rest of the group listen to the experiences while they look over the "Skills You Might Have" page of the workbook. Tell them to mark the skills they hear or think they hear in the description.

Step 3. When the volunteer has finished reading his/her experience ask him/her for the skills gained or used in this.

Step 4. Write the skills on the board. Ask the group if they found other skills. Have them direct their findings to the volunteer - asking if that skill was a part of the experience.

Step 5. Repeat this with another experience. Now ask for a second volunteer.

Note: This can also be done by forming the larger group into groups of four then going through the above process.

Part II (Optional)

While this section is optional it is also very effective in letting the members see where their strengths lie. It can be assigned as homework. If the group is weak on homework, the more you cover in class the better.

Step 1. Pass out the Skills Strength chart found in the hand out packet.

Step 2. Have the members review their experiences and skills. Tell them to look for their ten strongest skills. Have them write these skills in the slanted boxes on the top of the chart. On the straight boxes at the side they write their experiences.

Step 4. When they are done go around the group picking as many as you have time for. Ask them to name their three strongest skills. Then ask: Have you always thought of these as your strongest skills? Then ask: Does the job you are doing (or your last job) use these skills? What type of jobs do you think would?

(Activity #3)

"If You Work Here" Test
Time: 20 minutes

(You are probably going to close the class with this one. You might want to give the homework assignment before starting.)

Purpose: This experience involves evaluating a job on the type of tasks you are going to do, where it is to be done and the possible rewards. This will also open the members up to the possibilities they have.

The first sheet you hand out contains six descriptions by personnel interviewers about types of jobs. The members read the descriptions then rate the jobs one to ten. (This is all explained in the top paragraph on the sheet.)

Step 1. Hand out the first sheet while you explain the purpose of the activity.

Page two tells the members how to score the results of the first page. Read this page over carefully to make sure you understand the directions. Some knowledge of the Holland Occupational Code is helpful but not necessary. You should know that John L. Holland, a vocational researcher, found that there are six major work environments:

Realistic (people who work with things - like mechanics)
Social (people who work with people - counselors, teachers)
Conventional (people who work with small tasks, mostly paper like secretaries, tellers)
Investigative (people who seek such as scientists)
Artistic (those who create such as painters)
Enterprising (people such as salesmen)

Holland also found that most jobs contained elements of three of these environments. With this a college professor would have a code of SIA since he was teaching, a Social occupation; must be involved in new developments, an Investigative funtion; and has some room for creativity, an Artistic function.

Now that you have had your quick lesson in the code help your group members. Each person is going to be coming up with his/her code and its variations.

Step 2. Before you hand out page two you might want to stop and explain what to do with the three-letter code.

Example: The code CIA would have the following variations: CAI; AIC; ACI; IAC; ICA.

(By the way you might have noticed that none of those codes are listed in the "Occupations Finder" that is why the auxiliary list has been included. In addition you can have the members look at codes beginning with CI; CA; IA; IC; AI; AC. This last method will give them a wide, though not accurate, group of possible jobs.)

Step 3. Have the members form their codes and look up the possible jobs in the "Occupational Finder" you hand out.

Step 4. After the group has had time to select occupations ask these questions:

With a show of hands how many found jobs they had been interested

in before?

How many found jobs they want to investigate?

You can then have several members of the group share their top choice or top three choices. They can also tell whether they ever considered these choices before.

Tell the group that you will explain the six digit code seen after each job in the "Occupations Finder" at the next session.

## "Homework"

Have the members turn to the Lifeline section of the workbook. Explain that they are to look at the past 12 to 15 years of their lives and find the BIG EVENTS. The happenings that were, to them, landmarks.

They should also cover the "What Do You Look For In A Job?" and "Standing in your Way" sections.

Tell the group to use the "Jobs, Jobs, Jobs" and "Looking For Space" sections together to come up with more job possibilities for themselves.

If they want to go into more detail, each member can, after selecting several jobs, look at their strengths and weaknesses. Have them list on a sheet of paper what Work Values each job satisfies, How many job qualities they find in it, how many of their strongest skills it uses. Then have them make a list of what they will need to know or learn to be successful in the job; what changes will they have to make.

## Session #4

With session four you reach the half-way point in the program. You are going to go over the PracticeJob-Hunting Safari. You can also start with an optional exercise to more graphically let the members see what they have learned.
(Optional Activity)

### Grand Inquisition
Time: 15 to 20 minutes

Step 1. By now the group will be used to you reviewing or hinting at goals in the beginning of the class. This time you position two chairs in an open part of the room. Ask one of the more outgoing members of the class to come up with his/her workbook.

Step 2. While the member sits in front of the group, talk to them about the values of all they have done. Use the where, what,who,how format. Do not look at the person you selected. End your presentation (don't take more than five minutes) with the statement "Perhaps some of you are wondering how all this is going to improve your job-hunting abilities."

Step 2. Ask the selected member for his/her first career choice.

Step 3. Say to the class "What we have gone over so far will be a great help to you in preparing your resume and we'll get to that later. It will also be of help in answering some of the harder questions in the job interview.

Step 4. Sit opposite the chosen person. Ask him/her to relax, that this is only practice. Have a pad in your lap as though you were looking at the application form or resume. If you want you can write some of the following questions on the pad.

What was your last position? Why did you take that job?
What do you want to do for our company?
What do you consider your greatest strengths?
What do you want to do in five years?
What rewards do you expect from a career? from this job?
What do you really want to do in life?
What two or three accomplishments gave you the most satisfaction?
What do you think it takes to be successful?
(There are more questions in the workbook)

The interview should last no more than 10 minutes. When you are through ask the person if s/he felt more prepared or at ease with these questions than before the program. Ask the group if they have ever been asked any of these questions during an interview.

Explain that this section of the program will help them in preparing the resume. It is the resume that gets you the interview. The resume lets the interviewer know you are someone who has the qualifications he has been looking for. Someone he should talk to.

The interview is what gets you the job. The interview is really a personality assessment. During this brief time, anywhere from 10 minutes to an hour and a half, the interviewer tries to find out if you will fit in. This is also your time to find out what you can do for the company and how you will fit in. In a sense you are both trying to find out if you will like working with each other.

## REVIEW

If you did the above exercise you have covered the review. What you really want to do now is go over the Practice Safari. Go around the group and ask each member for the topic s/he has chosen and for the information gained so far on safari. When you complete this go on to your goals for the session.

## GOALS

1. I'm going to acquaint you with the six digit DOT code. This is the code used to classify you at Job Service.
2. (If you haven't done the Lifeline) We are going to take another look at where you have been with your life.
3. I want you to look at two big parts of making your career decision; first what is going to stop you from making the decision or carying it out and second where do you get the job information you need to make the decision.
4. To start you thinking about how you would evaluate a job.

(Activity #1)

### DOT Codes

Time:15 minutes

Step 1. Hand out the enclosed DOT code sheets. Explain as you do so that the federal government needed a compact method of classifying jobs so they developed the Dictionary of Occupational Titles,containing 14,000 job titles. The six-digit code is similar to the Dewey Decimal System used to classify library books.

Step 2. Referring now to the sheet, say that the numbers before the period refer to the specific job; the ones after it to the three skill areas listed at the top of the page.

Step 3. It helps here if you have a copy of the DOT,preferably Vol.II. (If you are not familiar with it read the following explanation over beforehand.)

The DOT jobs are listed by nine numbers:

0-Professional, technical and managerial
1-Professional
2-Clerical and sales
3-Service occupations
4-Farming fishery and forestry
5-Processing occupations
6-Machine trades
7-Bench work
8-Structural occupations
9-Misc. occupations (transportation,packaging, etc.)

Read some of the representative occupations from the DOT sheet as you go over the numbers.

Now explain the first three digits using the occupation Floral Designer (142.081). Here the first three digits mean:

1 = Professional,technical and managerial occupations
4 = Occupations in art
2 = Designers

Next use a lathe operator (604.885). Here the first three digits mean:

6 = Machine trades
0 = Metal machining
4 = Turning occupations

Step4. Now you are going to go over the last three digits in the codes. Again, use the floral designer to begin. Use the section at the top of the DOT code sheet. Explain the three skill areas and that the numbers run from a top skill rating of one to a no relationship rating of eight. Compare what is expected of the computer programmer with the floral designer.

Step5. Now pick two occupations with the same skill code (for example a cook and a plumber). Have someone interpret the last three skill numbers. Now pose this question: If both jobs require the same skill rating what is the difference between the two? (The answer: the specifics of the two jobs.)

This is to show that many jobs require a basic core of skills. If you are changing jobs, the trick is to know what your basic skills (core) are and get those skills and/or experience. You now convince the employer that he only has to show you the specifics of the job. Show hime that you can easily learn the specifics of a job because you already have the basics.

THE PURPOSE of this exercise is to show how to use the DOT codes to your advantage. How to let them clue you in to the training or skills needed in a job. Otherwise they will be used to exclude you from jobs,to box you into the job you did before or an occupation you told an interviewer you studied for or were interested in.

(Activity #2)

## Self Awareness Continuums
Time: 20 minutes

Purpose:Participants will examine their personality traits, how they look at others and how others view them.

Step 1. Have the members form into groups of two. The partners should be persons who barely know each other or who have noticed each other in the activities so far. They should have only a surface knowledge of the other person: how she/he acts or reacts to the exercises, the thoughts they expressed and the way they act. Those who have had long philosophical talks with each other need not pair up. (The alternative, if you have a lot of couples,is to use pairs who know each other intimately. Compare the results of both methods. Which one had the most surprising results? That may be the one you will want to repeat.)

Step 2. When the pairs are formed have them fill out the continuum sheets. Set a 10 minute time limit.

Step 3. When they have finished, have them go over the sheet again. This time they are to put a question mark (?) along each continuum at the point where they see the person across from them. Give them two or three minutes for this.

Step 4. Have each pair compare notes on where they saw each other; where they actually put themselves and where they thought others would put them.

(To cut down on the time for this exercise you can draw a line on the board. Select five of the continuums then do a round table evaluation using one or two of the members for each continuum.

Have the members say where they would place the chosen person on the line. Try to reach a concensus. Then ask the person where she/he placed him/herself and where she/he placed others view.

(This is more effective with smaller groups.)

(Activity #3)

**Standing In Your Way**
**Time: 20 minutes**

Purpose:In this exercise members will identify the major factors keeping them from choosing and pursuing the career plan they want. They will also brainstorm solutions for overcoming these roadblocks.

Step 1. Go around the group, have each member name the factor she/he feels will give the most trouble in making the career decision. Write them on the board.

Step 2. When this is completed have the group form smaller groups of four or six. Each of these groups will determine which of the factors on the board are troubling each other and how.

Step 3. At the end of the chosen time period (10 to 15 minutes) have a spokesman from each group tell the group's findings. Write them on the board.

Then ask: Do you need the help of someone else to do this?
How can they help?
How important is someone elses help?

(Activity #4)

Avoid Wasting Your Time

Time:10-15 minutes

Probably the biggest roadblock to running an effective job hunt is procrastination or time wasting. Everyone finds ways to put off doing something distasteful. "Why do today what I can put off until tomorrow or the next day" is the motto of many people. Even the most effective executives find that they get bogged down in work they have put off and has built up.

For the job hunter, putting off the search usually leads to disaster. The job hunter treats his or her unemployment like a vacation and sits around until the money runs out. When the funds are gone so is the vacation and the object becomes getting more money, not getting a good job. The pressure is on to get some more of the green stuff; who cares about the stuff of a happy, productive job with a future.

Here are some suggestions you can give the members of the group for overcoming their time wasting. These are suggestions made by Alan Lakein who's career is helping procrastinators. He has written a book entitled 'How To Get Control of Your Time and Your Life' some of his suggestions are:

1. Try to find a new technique every day that will help you gain time.
2. Make a schedule of things you want to accomplish, first thing in the morning. Star the important items and check them off as you do them.
3. Have a light lunch so you won't get sleepy in the afternoon.
4. Save up trivial matters for a three-hour session once a month.
5. Carry a 3 by 5 card to jot down notes.
6. Give yourself time off as a reward for special tasks you did well.
7. Concentrate your efforts on only one thing at a time.
8. Concentrate on projects you feel will yield the greatest long-term benefits.
9. Examine your old habits for streamlining.
10. Put waiting time to good use: relax, read or do work you wouldn't have otherwise done.
11. Don't waste time regretting failures or feeling guilty about what you don't get done.
12. Remind yourself: "There is always time for the important things."

Mr. Lakeing also suggests that we think of our time in terms of prime and available time. Prime time is when you do your best work-it could be early morning, afternoon or late evening. When you find that time, fill it with the activities you want to get done. Available time is when you attend to the needs of others, either in your family or in your work. This is the time when you answer the mail, read the paper, return phone calls.

Rate your activities: 'A'means do at once;'B'means less urgent and 'C'means do it when you can. Put your A tasks in prime time and your B tasks in your available time, while the C tasks are saved for a session once a week or month. With this rating system you can arrange a sensible schedule for yourself in your job hunt, in your work or in your home life.

Have the participants try it and see if these suggestions work for them. It certainly can't hurt.

(Activity#5)

Information Sources
Time:15 minutes

This will have to take the form of a lecture. It should be done just before the break if possible. This free time will give the members the chance to look over the materials you cover.

NATIONAL PUBLICATIONS
- Dictionary of Occupational Titles
- Occupational Outlook Handbook
- Encyclopedia of Careers
- Dept. of Labor pamphlets

STATE PUBLICATIONS
- Employment Projections to 1985
- Your Labor area bulletin

LOCAL JOB INFORMATION
- A job hunting safari

Show each of these sources in turn. Point out that the national publications are good for descriptions of what is involved in a job (duties) and what it takes for entry (skills, training and first job). Unfortunately they don't accurately reflect what is going on locally and some of the outlook information may be outdated by the time the books are published.

The state publications (available from the Research and Statistics section of the Dept. of Employment Security) are useful in finding out what type of employment is most common in your area and around the state. They will also tell you who the competition is in looking for a job. There is a breakdown of job seekers by age,sex,and job area in the local bulletin.

The state publications can only tell you what has happened not what is going on or what is going to happen. THE ONLY WAY TO GET REALLY UP-TO-DATE INFORMATION ON JOB DEVELOPMENTS IN YOUR AREA IS TO TALK TO PEOPLE IN YOUR AREA,WORKING PEOPLE,EMPLOYERS. WHEN YOU ARE JOB HUNTING YOU NEED AS MANY EYES AND EARS AS YOU CAN GET.

The material used to narrow in on a job choice:

1. Pick some fields you would be interested in; read about them in national publications.
2. From the national information pick some fields you want to investigate further in the state materials. Find out if the state prediction is for expansion of those fields, of what jobs in those fields.
3. Check the local bulletin, does it mention those jobs? If not then go talk to a counselor at the local Job Service, at the high school or at Community College. Ask about prospects for the fields and jobs you have chosen.
4. Talk to people - people that are doing that job or working in that field somehow. Talk to the merchant selling supplies for that field if there is no one doing it locally, why not. If there is someone how is she/he doing? Maybe you could become an employee, a partner or a supplier.

(You might suggest that the group pool the information from their individual safaris to make a third reference source. A book of job hunter's information by job hunters.)

(Activity #6)

## What Do You Look For?
Time:15 minutes

Purpose:To get members to formalize 'what I want to find out in a job interview.'

Stepl. Have the members turn to the 'What Do I Look For in a Job?' section of the workbook.

Step2. Remind them of the interview you did at the beginning of the session. Tell them that 1)they can use notes during an interview to remind them of points they want to remember to bring out and find out. 2)This is their interview also and is their chance to find out if this is the place they want to work in and the people they want to work with.

Step 3. Have the members write down the important job features from their workbook list.

Step4. Now ask some of the interview questions you used before. Pose them to the group in general. Have them work up an answer to each question, attaching an interview question of their own to the end. Tell them to make sure they find out as much information as they can in advance so they can feed this information back to the interviewer, putting themselves in a favorable light in the process.

Emphasize that they should find out certain information early. They should find out the information in this order:

Job duties
Where you work
Who you work with
Name of supervisor
Autonomy
Degree of responsiblity
Advancement policies
Time freedon
Benefits
Salary
When you will find out if you got the job

They should make their inquiries about the company blend or seem to blend in with the answer they are giving to the questions.

Example:

Interviewer: What were your duties on your last job?

Applicant:I had a wide range of duties such as typing, filing, dictation, copying, report writing, statistics. If you could tell me some of the duties of this job I could elaborate on my most relevent experience.

or

Interviewer:What do you expect to be doing in five years?

Applicant: Hopefully working here. Can you tell me something about your benefits or your advancement policies that would keep me here.

## 'HOMEWORK'

If they haven't done so already have the members do the workbook sections 'Trying Out Some Jobs' and 'If I Were A Carpenter II'. This will be the basis for the exercises in the next session.

Tell them that session five will take up the making of the career choice. The work they do as homework will make it easier for them to complete the in-class part of the session.

Have them choose the job areas they would be interested in using the career decision outline in the inside cover of the workbook. They should become familiar with this outline so that making systematic decisions about their future becomes second nature.

## Session #5

Goals for the class:

1. To make several job choices and explore factors taken into account for each decision.
2. To use the information from the workbook activities and class exercises to make career choices.
3. To introduce the use of the Decision Making Outline and the career decision chart in making a systematic evaluation of the career decision.

This session is basically a review so no initial review is needed. Start with the two practice job choice sheets.

So far you have just talked about the exercise information in terms of what it would do for a job seeker in the interview (this was to give it some immediacy) now you are going to talk about the hardest part of the job hunt-what to look for.

Probably the best criteria for choosing a job is to find the ones that you would feel comfortable looking for, then find the ones you would want to do, but make you feel incompetent. Now, you concentrate on the latter.

Tell the group to examine what they have chosen. How many of those jobs resemble the jobs they have been doing until now? Ask them if they took this program to find out how to look for the same old thing? Ask them to challenge themselves. If they fail in that challenge they can always use the same methods to find a job they would feel comfortable in looking for. Now is the time for them to find out if there isn't something more for them.

The first thing the group will do is examine the way work values influence the choice of a job.

(Activity #1)

Jobs And Values
Job Choice Sheet#1
Time: 10-15 minutes

Step 1. Hand out the job choice sheet and read it aloud to the group. Emphasize the values placed on the decision and the percentage of success each job offers a particular value.

Step2. Have the members take two minutes to evaluate and make their choice.

Step3. Make three columns on the board, each representing one of the job choices. When time is up ask those that are ready to indicate their choice. Write the names in the appropriate column.

Step4. When all the names are on the board have the members of each column form groups. They are to come up with a concensus set of reasons for making their choice.

Step 5. Have a member of each group make a report. (If you desire you can have them try to influence the other groups with the great rationale used in making the right choice-theirs.)

When this is done, point out that it is important to know your alternatives and to know your values. But know what you have to choose from and what you want in a certain choice is only part of it: when it comes to making a career decision there is other important information to be taken into account. That information is the subject of the next exercise.

(Activity #2)

Information Is Power
Job Choice Sheet #2
Time:20-30 minutes

Step 1. Keeping the same groups pass out the second sheet and read it over.

Step2. Tell each group they must come up with a concensus on the most logical job choice. But first they must come up with a concensus on what information they should have about themselves. (What they are doing is creating a mythical job hunter, his values, job wants, and skills. They will then fit these specifications with one of the jobs.

Step 3. When the time limit is up (about 10 minutes) have a group spokesman tell the decision and why that particular decision. (If after five minutes there seems to be some division in one or all the groups have them redivide into groups that seem to agree.) Again,you have the groups try to influence one another if you wish.

Step 4. Have each group consider the question "What other information would you need about the job?" or "What information might make you change your choice?"

Ask for questions then take a break at this point. Tell the group to be prepared to make some career choices of their own after the break.

(Activity #3)

Practicing the
Career Choice Chart
Time: 1 hour

Purpose: To familiarize members with the Career Decision Outline and the Career Chart. To give practice in using the information sources in planning a career.

Step 1. Briefly review the three types of information sources for investigating career possiblities. a)the national publications,b) the state publications c)local sources (gained on the job hunting safari) Ask the group if they can name the ten top local sources of job information. Number them from one to ten on the board:

1. Friends, neighbors, acquaintances
2. Workers, business persons
3. Town Clerk
4. Yellow Pages
5. Job Service
6. Newspaper
7. City Directory
8. Chamber of Commerce
9. Town Report
10. (Give them a chance to add their own)

Step2. Say that these sources will help them find the local career opportunities. To choose a career area and the jobs they want in that career they need the national and state publications and the results of the workbook. Have them turn to the WORKshopSummary Sheet at the back of the workbook. If they have not filled this out they should do it now. (When they are done, Xerox the page for your records.)

Step 3.Before they begin, read the workbook section on preparing the Career Chart. Emphasize that the Workshop Summary Sheet will help them choose the right career area and the Career Chart will help them choose the steps in their career and the skills they need or must develop for each step.

Step4. Tell the group to use the remaining time reading about a chosen career area then making a sample Career Chart for it. (When each member is done,make a copy of his/her chart.)

'Homework'

Step 1. Tell the group they are going to take time before the next session to plan a Career Chart in at least one area and to pick two or three alternative areas they can go to should Murphy's Law strike.

Step 2. Murphy's Law-Explain that this is not a real law but it is a half truism that states "If something can go wrong, it will." An extension of this is "Bad luck will certainly become worse." The classic example of this is a buttered piece of bread falls to the floor;it will almost always fall with the buttered side down.

Hand out the 'Heading Them Off At The Pass'sheet and go over it with the group. Emphasize that a person must keep his/her options open. That to do this effectively s/he must know what they are in advance. You must know where things can go wrong, what you can do to stop them from going wrong and what you can do if things go wrong anyway. Knowing that you have a way out makes it easier to take the first step in a plan.

Step3. In addition to wanting a copy of a career chart you want to know: a)the values this choice satisfies;b)what it will take to be successful in this area;c) what is holding them back from starting in this area; d) what can go wrong with the career plan; e)what their next step will be.

Step4. Make appointments for individual interviews.

Tell the members that the next session will cover the Job Hunter's Guidebook. Encourage them to read this section of the workbook and be prepared to go over it at the next session. Say that if they have no questions you will discuss the hidden job market, the effective resume vs. the ineffective application form,the interview, succeeding on the job, and how to handle criticism.

Session #6

This is the first of two classes from the Job Hunter's Guidebook section of the workbook. These are really four one-hour sessions combined into two. The schedule of what will be discussed is as follows:

Session #6

Part I. The Paths to a job
A discussion of 1. The traditional method of looking for a job and the sources involved. 2. The scatter gun approach using a resume. 3. The personal interview approach. 4. The hidden job market approach.

Part II. The Right Tools To Do the job right
How to break into the hidden job market: the personal survey (Job Hunting Safari); making the telephone contact; the best resume for you and handling the interviewer to the best of his ability.

Session #7

Part I. I'm Here, Give Me Work
The Interview--what he will do and what you should do.
"Strange" interviews; learn from your mistakes.

Part II. What If They Say I'm Incompetent
Handling criticism and on the job problems.

Session #6

This part of the program will take the form of lectures with some group participation.

While there are many forms of endeavor you can compare a job hunt to, the one we will be using is the sales campaign.

The first part of this program was concerned with what the job-seeker wants and can do. This part of the program will be concerned with marketing that job seeker; making the employee image and making sure that image comes true on the job.

Step 1. Have the group fill out the "Here I am World. . ." page of the Guidebook from the workbook summary page.

Step 2. Have the group turn to the "Where Do I Go" page of the Guidebook. This is the time to ask the group to come up with the method they use to look for a job.

Have the group form smaller groups of three or four persons. Have each group member write down the steps she/he took in the past when finding a job. Have them discuss those steps for about five minutes. Have a spokesman give a brief report. Write the most commonly used steps on the board.

Step 3. Talk about the traditional method of looking for work. The ordinary means that everyone uses (those listed on the "Where Do I Go Now?" page).

Step 4. Hold up the employment form. Tell the group that these forms were not designed to make the individual stand out. They were designed to make everyone the same, which they are not. This is why you should have a good resume, one that reflects who you are. What makes you a special individual with talents that make you stand out as

a good employment prospect.

Tell the group that most job hunters feel that a job is like the brass ring on a merry-go-round. Sooner or later the ring will pop up and you just have to reach out as it goes by. That's not the way it is. You have to look for those jobs. Go on a Job Hunting Safari.

At the opposite end some job seekers hope that if they make a good enough resumes they won't have to be interviewed. The newspapers are filled with ads for services that will write 'Resumes Guaranteed To Get You a Job' or you can buy books making similar claims.

So the job seeker writes, or was written, this impressive document. She/he has 500 copies printed up, gets a list of the 500 largest companies in America and mails out those resumes. She/he then sits back and waits for the letter telling him/her when to start.

It doesn't work that way either.

The resume will get you an interview.

The interview will get you the job.

The resume is important. (emphasize this) But relying solely on it is a cop out. Maybe you think you look better in print. Maybe you think you don't express yourself well in an interview. Usually that's just because you don't practice enough and you've had some bad or defeating experiences.

Step 5. Then there is the chronic interviewer. He's a died in the wool salesman--except he doesn't want a sales job. He doesn't want to be pushy. He does feel that the personal approach is better.

You'll see him sitting in waiting rooms with an application in his lap for a chance to talk to someone about a job. He usually arrives unannounced, without a resume and without any idea whether there is a job at this place.

Usually he'll talk to someone. If the company has a personnel office they'll see him. Why not, that's what they are there for. They fend off the unwanted, the unannounced and make them feel as though there is a chance for a job. "We should be hiring soon. We'll call you then." is their standard ending.

If the company doesn't have a personnel office the poor job seeker and interviewer alike both end up thinking "What is this person doing here?" Most job seekers solve that question with their first inquiry: "You don't have any jobs right now do you?" or "I heard you might be hiring some people soon and I was wondering. . . " Both are usually greeted with a negative response. All that waiting for nothing.

Of course there is the other fellow who believes in the personal approach but hates to talk with strangers or begging for a job in general. She/he has the added burden of sitting at home grinding his/her teeth and worrying about going to an unknown business and looking for a job.

All these methods are close; all will net the job seeker the brass ring eventually, but there must be a better way. There is.

## THE HIDDEN JOB MARKET

As you become familiar with this concept you will find yourself referring to it all through the program. That will make it easier for both you and the group since you will both be used to it when you get to this point.

The hidden job market works this way: (your explanation)
1st--The employer thinks he might use someone.
2nd--The employer talks it over with his supervisors.
3rd--The employer talks to other employers about it.
4th--The supervisors spread the word around the plant.
5th--The employer has the personnel office look over past applications.
6th--The employer places an ad at Job Service or in the paper.

This is the way it works with "new" jobs. When someone leaves (is fired, dies or retires) only the first step is eliminated. There is a new tendency for employers to see how long they can get along without a retiring employee.

The fact is that there is plenty of opportunity to hunt out a job before it surfaces to the general public.

Some employment counselors claim that you can convince an employer that you could be a valuable employee and he should create a position for you.

Other counselors, and this program, say that your best chance of finding a job lies in getting in on the second or third step. If possible employers like to hire people recommended to them by people they know, whose work they trust. This is where the Job Hunting Safari comes in.

If employers trust their own judgement first, then their employees and supervisors, it makes sense to get to know these persons; the more the better.

(Have the group turn to the "Use Your Telephone" section of the guidebook.) How do you approach the employer? With reverence, flattery and for information (about how you can get a good job with his/her company.) Remember to say that you know he is a leader in his field (know some of his accomplishments or why his company is successful). Say that you know his time is valuable but you hope he could spare some of it to tell you about his business.

Make sure you know as much about his company as you can. Check Thomas' Register, The Vermont Directory of Manufacturers or any appropriate source your librarian can recommend.

If questions come up during your research then ask them when you talk to him. If you spot what you think is a weak spot or a strong point in his organization don't tell him so. Ask him if he considers (blank) a drawback in his operations. If he says yes ask him what he is doing about it. If it is a good point you are interested in then reverse the question. Ask him if he considers (blank) one of the strong points in his operation. Then ask how he encouraged it.

Remember, this is not a life or death call, and conversation so relax. As far as he knows you are just someone who is as interested as he is in this type of business. You're trying to establish a relationship,not a job.

(Suggested activity)

Time: 20 minutes

Purpose: As you go over this you might make it sound easier than it really is. This will give them some practice at making their 60 second presentation.

Step 1. Give them all about five minutes to prepare their 60 second statement if they haven't done so already. It should be something along the lines of "Mr. X, my name is Jo Jones. I've been looking into the real estate business as a possible vocation. I know that you are one of the leaders in this area and I feel that your advice would be an advantage to me. I would appreciate it if you could spare some of your time and share your knowledge with me."

This is just a start, encourage them to embellish but not over-do any statement they make up.

Step 2. For this you'll have to prepare ahead. get a teacher or administrator stationed by a phone (hopefully with someone to act as his secretary. For the class make five slips of paper all with his phone number, five different fake names and occupations. Put them in a container so they can be drawn out.

In class, tell the group that five of them are going to get a chance to try out their openings.You have arranged these phone calls with five area employers. If their statements are good enough they will get fake interviews. If the statements don't impress them the member will be asked for his phone number and told he will be contacted later.

Step 3. One by one the members come up and make their calls. (If you are running long limit the number to three calls. If possible tape the calls to be played back later.)

Step 4. As a follow-up suggest to the members chosen that they research the kind of business they just called and next week you will be the employer and they will have their meeting and a chance to ask their questions and establish their relationships. (This will fit right into the interview section next time.)

After each call is made have the other members of the group comment on the statement, the way it was delivered and whether they thought it would really get an interview.

The next step is the resume, no job hunter should be without one. The resume is the definitive statement on who you are as a potential employee. It is your way of putting all that personal confidence in yourself in a compact form for the world to see.

How To Make An Effective Resume.

Step 1. Turn to the sample resumes in this book. Have the group turn to the sample resumes in their books. Yours have pencilled in comments. Go over each of the three resumes, reading the pencilled in comments.

Remind the group that they don't have to put their age, race, creed, whether they are married, have children, etc. on this paper. They don't have to mention any of these in an interview either. That is law. Their answer should be something like "I don't understand, does this have something to do with the job?"

If they are young men (late 20's, early 30's) and married, then this information will be a plus since they are more likely to stay in a job for a

a job for a long period of time. A woman same age,same situation-will find it is not an asset. The employer will see her as having problems with the husband, demands from the kids and headaches for him. Each individual has to judge what information to include and exclude.

Step 2. Go over each resume in turn. Start with Morgan Hunt's then Henry O'Neil's, then Janice Doe's. Emphasize the order in which they should have placed the information.

Again if your education is impressive in a certain field then it should come first. If your work experience is more impressive then it should come first. Emphasize the use of action words.

Step 3. Have a blow up made by your graphics department of the final "good" copy of Janice Doe's resume. Go over it and explain why the changes were made.

Step 4. Ask for questions. If there are none or when they are all answered continue by saying that you want the members to work up their resumes before the next session. Ask if anyone would like to have a private meeting with you to go over the steps and have you help them with the resume. (This is a good time for you to again go over their WORKshop Summary Sheets with them. And get them to give you an initial evaluation of the program.)

Step 5. The cover letter. If there are any questions on the cover letter such as: Is one always needed? (If you are sending your resume by mail, yes.) What is the purpose of the cover letter? (It replaces the personal introduction you would have had if you saw the employer in person.) If you feel it is needed write up a cover letter and have it blown up by the graphics department.

The Interview

This is only an overview since you will be doing mock interviews at the next session. (This is also probably all you will have time for.)

Step 1. Ask the group to name qualities they would like an interview to have. Then ask for a description of the average interviewer they have met. Ask for experiences with personnel offices vs. the actual employer at a small business.

Step 2. Go over the list on the "Musts to avoid" section of the guidebook. Ask the group if any of them have made these mistakes. Ask them if they learned from their mistakes.

Step 3. Read over the list of interview tips. Ask if anyone has used any of these methods. If so, were they successful or useful? If not, does anyone have any questions about them?

Tell the members to study the interview section carefully because at the next session you will be doing mock interviews with them and you will expect them to use these tips. Have them look at the potential problem questions. Tell them you will include some of these in each interview. Say that they should try to work up answers to these questions.

(You can stop here. They have enough to do in the next week.)

## Session #7
## "I'm Here, Give Me Work."

What you are going to be talking about during most of this session is the interview. First the information interview with the employer (optional) and second the employment interview with the person who is going to hire.

### The Information Interview

Purpose: The participant will gain poise when looking for information about a field in which he or she is interested.

Step 1. Before class both you and the members who are going to be involved in this should have looked up information about the fields they called about. You can cheat and select fields for the "Sixty Seconds of You" exercise that you already know something about--say real estate, auto body repair, welding, computer programming or whatever. Make sure you know answers to most of the questions in the "How Do You Do..." section of the workbook.

Step 2. Have each member go through the motions just as though she/he were coming into an employers office. Have them go out of the room and come in. Greet them just as you would a stranger. Say something like... "You mentioned on the phone that you are interested in... What do you really want to know?" Make sure each of them knows you only have five minutes to spare for each.

Step 3. After each interview have the group and the chosen member comment on his/her performance. What could have been better? Do they think you were realistic enough? (Maybe you should do one in which the employer is irritated. See if the member can unfuffle your feathers.)

### The Employment Interview

Step 1. Ask what is different about the employment interview. Ask what they want to get across in the 15 minutes they are alotted. What do they want to find out? What is the best way to end an interview? Should you shake hands at the beginning?

When you have exhausted your questions about the interview, start the mock grillings.

(Don't be afraid to use the whole session on this subject. Probably no part of the job hunt causes more stress than the interview. One person described it as "Like going to the dentist's office two or three times a day for a week." If you find that the interviews will cover a whole session make sure you reserve at least 15 minutes at the end to talk about Job Hunting as a full-time job and scheduling a job hunt.)

(Activity #1)

## The Interview

Step 1. Ask for volunteers to be interviewees. Explain that they will be playing roles you will provide for them. And they will be applying for jobs you will suggest. Start with the car sales job and ask who would like to be an applicant. Try to get both a man and a woman. Hand out the applicant description sheets. (In the reproduction packet.)

Step 2. Get volunteers for the other two jobs. Hand out the sheets. Explain to the other members of the group that they are to watch the interviewers (you will be the interviewer) and make a decision about who to hire based on that conversation. Tell them to make notes on what the applicants did they shouldn't have and what they should have done but didn't.

Step 3. Start your interviews with a friendly one. Ask few probing questions and answer questions the best you can. Give the "applicants" a chance to:

1. Find out information about the company as early as possible and feed the information back.
2. Put their bad points in the best perspective.
3. Ask about benfits, (and salary).
4. Set a time for a decision or next interview.

When you finish the first interview mention these four points. Bring out the ones the "applicant" handled well and the ones handled poorly.

Step 4. In the following interviews keep reminding the members of the four points but add some of the problem questions:

Are you a self starter?
What do you feel your strong points are?
What do you do with your spare time?
What do you really want from life?
What do you want to be doing in five years?

Remind them that they can make notes to themselves. Tell them to make notes to answer the problem questions.

Sprinkle in some comments like, "We were looking for someone a little older (younger)." "I don't really think your experience adds up to what we want." "We don't hire from this office so there will be another interview." or "We'll get back to you."

Step 5. Question the group after you have interviewed each pair of applicants.

How well did she/he answer the problem questions?
What could have been done better?
Was she/he inquisitive enough?
What was their impression of the two applicants?
Did she/he seem to agressive?
What made you choose one applicant over the other?

Both applicants have their good and bad points so in the end it is how the applicant explained both sets of points that will make the decision. Try to bring this out.

Emphasize that they should be keeping notes on their interviews. They should learn from their mistakes as well as from their

successes. Try to help them with this by praising and chastising members for what they did or didn't learn from the interviews that went before.

Step 6. In your wrap-up of this exercise bring out the points that the members seemed to have the most trouble with. Tell them to practice interviewing with a member of their family using the questions in the workbook.

Remind them that they should research the employer as much as possible before going to the interview. This draws them to the "Your Job Hunt" page of the workbook. Go over the research sources listed on this page. Are there others the members could suggest?

Step 1. Ask the members what is the biggest problem the job hunter has to cope with?Write their suggestions on the board. (According to you the "right" answer is the job hunter himself.) Go over each of their concerns and suggest ways to overcome them.

Step 2. Introduce your answer. Say that the biggest problem the job hunter has is a lack of organization. He has no one hanging over him telling him he must begin at a certain time in the morning and ending at a certain time at night. The job hunter has no set time to do any of the chores of finding work. He is his own boss. He also has to be his own secretary, worker and foreman.

Step 3. Make a little organizational diagram showing all the above jobs. Taking the boss first, what tasks is he responsible for in the hunt?

The boss sets the production goals. Suggest that the job hunters use the 'Your Job Hunt' page of the workbook to help them set their goals.

As foreman or supervisor, the job hunter must check these goals against progress and note if s/he is no schedule. Try to keep on or as near to the original schedule as possible. To do this you will need a good secretary.

The secetary keeps the notes: carefully recording who has been contacted; how (mail, telephone or in person) and the results of that contact. The secretary writes down the results of interviews, the notes on how to improve the job hunter's performance and whether there is to be a call back or a date when a decision will be made.

The worker is the job hunter. He should choose a base for his hunt. Some people don't work well at home. They fall into bad habits - treating the jobless time as a vacation instead of a time when they should be concentrating on finding work.

Suggest to the group that if they fall into this category they should think of finding a base of operations away from home. This should be a place where they can do their research, make their phone calls and receive them and work on their job plan. It could be the guidance office of the high school if they are recent high school grads; college grads could use the college placement office if it is near, or the public library will do.

After the job hunter gets the resume prepared and printed most of the work will be done away from home. Most of his time is spent interviewing or preparing for interviews by doing research into companys that have responded to the resume or that he plans to send a resume to.

Everday the worker's time should be scheduled. Preferably the morning should be spent out of the house at the base of operations, reading the want ads, researching or preparing notes for an interview . If there is nothing scheduled for the afternoon the job hunter should do the secretarial work. This could be anything from preparing cover letters to writing out tomorrow's schedule.

If the progress on the schedule seems to be coming to a halt maybe the afternoon should be spent looking at the career goal and the schedule that was chosen to achieve it. Tell them not to be afraid to call a high level conference to re-evaluate and change plans. The big

corporations do it all the time

The job hunter is a company unto himself and must wear more hats. It makes it easier on him to schedule time in his job hunt plan and in his day for each of his roles.

The schedule is important,tell them, because most people would rather put things off than do them when they need to be done. A deadline and a schedule toward that deadline make it easier to see what must be done. It was Thomas Edison who said that a man will spend an hour thinking of ways to avoid doing a ten minute chore. He usually ends up doing the chore anyway.

It is the job hunter who knows all his potential job possibilities,his information sources, his tools and who schedules his time that has the best results. He not only has good results, but his precious time is well used. As a result he shortens his job hunt.

As you finish up this section of the program, schedule times for individual meetings with the members. If they are active job hunters tell them you would like to see their job hunt plans, their resume (which you will give a critique of) and any problems they have had in setting up the framework of their job hunt. At this time they will also be asked to fill out an evaluation sheet on this program. (The sheet is included in the reproduction packet.)

## APPENDICES

### Activity ideas

It's important not to let the program become stale to you. There is plenty of room for originality, so use it. If the program is becoming old hat to you then perhaps you are not giving it your all. Maybe your groups aren't getting all they could from the program. If you feel uncomfortable with an exercise substitute another.

This section contains two fully outlines optional activities;some suggestions for activities;sources of activities and a suggestions on A/V packages for alternatives and to give the program a change of pace. Good activities, if thought out and tried out ahead and well explained, are more effective than a movie or film strip. If you use an A/V device make it part of an activity. Try to integrate all activities as much as possible. The rule in developing and combining activities is; make it seem like a whole rather than a sum of discontinuous parts.

## Alternative Activities

(Activity #1)

### Dreams I Have

Purpose: To get participants to verbalize their hopes and dreams for themselves. Many people have seen the signposts that tell them where they want to go. Instead of following those signs they follow someone elses, "more sensible" and wrong-path. It is these hidden routes to success that are most meaningful. This is just one way to being them out.

Format: This can be done with the group as a whole, with members pairing off or with groups of four having round table discussions.

Each person or group discusses the following questions:

1. How much money have you always wanted to earn each year?
2. Doing what?
3. Where would you live while doing this?
4. Who would you choose for friends and/or neighbors? Fellow workers?
5. a) What are the sports and/or hobbies you do for entertainment or relaxation?

   b) What sports/hobbies have you always wanted to try but haven't? Why?
6. What happened to all those dreams? How have they changed over the years?

(Alternative Exercise #2)

### The Changing Values Chart

Purpose: To help participants realize how they order their priorities or values about work.

When done: This exercise can be done in either the first or second session. Preference should probably be given to the second since by that time all participants should have had time to do the work values section in the workbook.

Step 1. Have the members tear a piece of notebook paper into twelve pieces telling them that they are to make their changing values chart.

Step 2. When everyone has torn their twelve slips of paper have them take another sheet of paper; dividing that sheet into two columns then dividing each column into six equal spaces so there will be 12 spaces in all. The spaces should be numbered next.

Step 3. Read off the following work values. Have the members write these values on the slips of paper they have torn. As they write the values down they are to rearrange their values on the chart.

Step 4. Read the values: 1. Stability 2. Location 3. Help others 4. Be part of a great gang of people 5.Money 6. Excitement 7. Variety of tasks 8. Independence 9. Security 10. Gain knowledge. The final two are to be made up by the members themselves.

Remind them that they are to put these in the order of what they want in a job. This is not necessarily what they have in a job or had in their last job.

Step 5. When the members have all completed their charts. Ask a few of them to read the first six items on the chart. Then ask how many had all six of these items in his/her job or last job. How many had five, four and three?

Have them look their charts over again. Was anyone surprised about how she/he rated money, stability, or security? Any other surprises? What did they get out of the exercise?

## 27 Ideas

These are not presented in order. The decision is yours on where to place each in the program. The plans are sketchy so each activity, and the program, will be uniquely yours.

1. Have the group make a list of occupations and the personality special traits each calls for. Example: lawyers-outgoing
2. Round table self-concept and exploring personal characteristics in a non-threatening way.
3. Discuss what has influenced who you are today.
4. Have members survey employers on the skills or lack of skills of recent hirees.
5. Have members cartoon themselves with these questions in mind:
   a. How do you see yourself?
   b. What traits or skills do you have that you like?
   c. What traits or skills would you like to develop?
6. Role-play some value conflict situations, such as:
   a. With-in the individual
   b. between workers
   c. between the worker and company
7. Study career charts; relating careers, skills, training etc.
8. Have members list occupations they would dislike.
9. Debate whether a job is an expression of your personality or whether the job tends to create a certain type of personality.
10. Develop a free association exercise in which occupations are named and talents or skills that come to mind are described.
11. Have members study occupations on TV, movies and in print. Have them look at both fact and fiction. What is the difference in portrayal? What values are desirable from each:adventure, power, income, creativity, etc.
12. Discuss: "Once you make a choice of a job you should stick with it the rest of your life."
13. Discuss:"There is only one occupation that is right for any one individual."
14. Discuss the kinds of decisions that face people at various stages in their lives: at 5; 10; 18; 25; 40; and 65 years old.
15. Write an occupational obituary.
16. Prepare short biographies of famous persons. Have the members predict success in other occupations.
17. Have groups prepare committee reports on good sources of career information.
18. Discuss if it should be illegal for employers to have hiring preferences on age, sex, marital status or appearance.
19. Video tape simulated employment interviews to illustrate personality characteristics (appearance, mannerisms, speech, manners) that can show up in an interview.
20. Read selections from "The Peter Principle" and discuss.
21. Have members find out which occupations offer the best chance of getting in-service or on-the-job training.
22. Have each member write a short paper speculating on what the

job world will be like 20 years from now.

23. Have members write an imaginary letter of reference for themselves for a position they are interested in.

24. Have the women make a list of acceptable "women's" work while the men compile the "men's work" list. Compare and discuss the lists.

25. Discuss "Must a person work to be happy or be happy at his work?"

26. Examine the frustrations in given job classifications.
Examine the compensating rewards.

27. Discuss the following factors in acheiving power:
   a. formal position, appointed or elected
   b. personality
   c. money
   d. knowledge

Idea Sources

If the 27 activity ideas presented here are not enough or aren't right then you might want to look at some activity sourcebooks.

If you want to see how some experts have set up their activities you might try: "A Handbook of Structured Experiences
For Human Relations Training"
Pfeiffer & Jones, Vols. I-VI.
University Associates.

While many of the activities presented here are not suitable to this program each volume contains at least one usable experience. It's a source that is better for borrowing than buying.

For the instructor interested in activities for all levels of career development there is The:

"Career Education Resource Guide"
1972, General Learning Corp.

This book has activities from kindergarten through adult. Those of interest in the adult section include: "Lifestyle", "Meeting The Challenge of Change" and "What Price Glory."

There is no source that is as far reaching or as current as your mind and the comments of your students. Watch for their comments to determined what they are concerned about; then make or alter an activity to meet those concerns.

As we said, this program will also be one of change for you.

## Audio Visuals As Alternative Exercises

The J.C. Penney kit "Career Decisions" has two good filmstrips that have been used and have been rated highly be the participants. There are many other job hunting and career choice kits (Most of them more expensive than the Penney kit.) all of which could be used. It is up to the instructor to review kits to see if their cost is equal to their worth when working with adults.

You may find that your guidance department, co-op coordinator or distributive ed. departments will have some useful kits that you could use.

The best advice when it comes to films or filmstrips is to use them sparingly. Too many of these devices tends to make participants sit back and listen instead of commenting. The strategies in this book have been designed to bring out group comments or anecdotes about their job hunting or work hang-ups; it takes an exceptional movie or filmstrip to accomplish the same purpose.
the same purpose.

If you do use filmstrips choose them and show them after an exercise to reinforce what has already been covered in the session.

## Tapes

The portable cassette tape recorder can have many uses in a program such as this. The instructor can conduct his own practice job safari and tape the conversations he has. This is a good introduction and shows the participants that they will not be rejected right away when they show up at a business wanting to speak with the boss.

If you can find a telephone hook-up the same thing can be done with the "60-Seconds of You" exercise. Either you can place a mock phone call to show how it is done or have one member of the group volunteer to place a phone call and let you tape it.

Then the tape is played to the group, whoever placed the call should comment on how she/he felt or what could have been done better.

Such tapes made by the instructor or members of the group, do stimulate the group interaction and make an addition to the program rather than an interruption.

### Video Tape

If you school has a video tape set-up then you could do some of the above tape experiences with television. Taping the mock employment interviews is useful because you can then stop the tape to make comments or ask questions.

Video tape interview with the local persons named in the success person activity can also be useful. This way business people get to speak to the group at a time that fits into their busy schedules and in a way that frees them from facing the group.

While video tape is as useful as recording tape it also acts like a movie when used too often. The participants tend to sit back and sink into the action and are less inclined to comment. This can be alleviated by having short segments interrupted occasionally for comment.

### Career Decisions

An audio-visual package titled, "Career Decisions: Finding, Getting and Keeping a Job" and published by the J.C. Penney Co. was used during the testing of this program. It was found to be one of the most inexpensive and effective programs available.

The kit, costing $14.50, contains three filmstrips, a record, sheets on writing a resume and filling out a job application, a mock interview kit with six applicants for three jobs (similar to the ones included in this program) and overhead transparencies on handling on the job problems.

This program was designed for high school students but the interview sheets proved very effective, especially the job interview evaluation sheet. Two of the filmstrips proved to be good introductions to sections of this program. The sound track to these films was appropriate for adults as well as high school students.

It is felt that this kit is well worth the price and makes a good addition to the program. It can be purchased from:

Educational Relations Dept.
J.C. Penney Co.
1301 Avenue of the Americas
New York, N.Y., 10019

## Individual Counseling

It would be ideal if the strategies in this and the workbook would provide all the answers and eliminate the need for a client/instructor talk. The ideal seldom happens.

This section of the book consists of the responses that make up the language of counseling. It is a combination of these questions and what counselors call "active listening" that will take up most of the interview time.

## What is Career Guidance?

Guidance does not mean selecting a goal for the participant, drawing up a road map and presenting it to him. In that case you would have to be there at every turn of the road to answer questions and perhaps draw a new map. Guidance consists rather of helping the adult choose possible goals and then, based on his past experience, values and likes choose the one to shoot for. The good counselor helps the client to become independent.

The true measure of your success is when the client takes action, learns from mistakes and defeats and tries again in a new direction, without any further help from you.

This program should include at least two individual interviews but three is better. The first interview should come between the first and second sessions and the last after the final session. The third interview could be scheduled after the completion of the career decision section of the program.

An interview worksheet is included here and should be studied as though it were an interview. In reality only parts one, two and six will be part of the initial interview, so these will be the parts you will concentrate on first.

It is valid for you to transfer these questions or areas of inquiry onto 3x5 file cards for your reference. The responses and findings from these should be kept in a folder for your reference.

In the later interviews the first part of the interview, the problem, should be reviewed. Either you can repeat it or have the participant repeat or restate it. Next, ask the questions on influences and see if the program has helped to clarify any of these areas since the first interview. The questions that follow will help you determine what the participant has gained from the program. You may even help him/her realize what has been gained. You will also be helping him/her to put it all together into a career direction.

### Another Way

This function can also be accomplished by having the participants choose partners at the beginning of the program. The partners will help each other work through the workbooks and will help each other put the pieces of their career puzzles together.

It is up to you as the instructor to bring each pair in at intervals and ask how they are doing and if they have any questions or problems. The fewer questions they ask the more you must ask.

It is important that both you and the participants know:

a. Why they took this program. What did they expect?
b. What goals have they chosen? Why?
c. What alternative do they have?
d. What are the strengths and weaknesses of each goal?
e. What steps are to be taken?

### Clarifying Responses

In addition to the interview questions another set of responses are included here. These should be used as a supplement in your interviews. You may find that some of your members are under great stress due to their previous indecision. If you feel that these stressful feelings go beyond your skills don't hesitate to say so and suggest they contact the local mental health center.

Your purpose here is vocational counseling. There will certainly be some rebuilding of the participant's self-image; some effort to increase his/her decision making skills and clarifying his/her values. This is not, nor should be, your main role and you should not hesitate to make referrals to agencies such as mental health. Other referrals may be to Vocational Rehabilitation, Adult Basic Ed. or to other agencies such as Job Service for testing, depending on the case.

Although only questioning responses have been included here you can add observations of your own into the interview. Your observations may come in handy when you must prompt responses to one or more of the five areas above. When making comments be sure you present them as options or ideas that can be thrown out. Remember, you are trying to guide-not mold.

Whatever method of individual counseling you choose for your program make sure that both you and the participants have a clear idea of their answers to each of the five basic questions. They should have a feeling of a sense of direction. You should have the feeling that they have the ability to make future direction changes without another run through this program.

Both the clarifying responses and the interview responses should be come part of your natural counseling vocabulary. They don't have to be used exactly as written. Use your own phrasing and your natural intonations.

If you feel you need more information on counseling consult one of the texts in the bibliography at the back of this book. For right now read the pages that follow.

## The Interview

1. Listen to the person explain their problem.
   Help them to get through any feelings or immediate upsets that may be preventing them from working on the problem.
2. Help the person to examine the influences and the conflicts and to clearly state the nature of the problem.
   a. What is important to you? To your spouse?
   b. What are your goals? What makes them goals for you?
   c. What are the roadblocks preventing you from reaching your goals?
   d. How will others be affected by your goals?
   e. How will you know that you have achieved your goals?
   f. What do you feel that you need to do?
3. Help the person to generate alternatives.
   a. What have others told you to do?
   b. What are some of the things you can do?
   c. What is something new and different that you haven't tried?
   d. When you look at what you have done before, what are some things that have worked?
4. Weigh the consequences of each way.
   a. Which are simply absurd?
   b. Which will have the best long term consequences for yourself? For the others involved?
   c. Which are you most capable of doing?
   d. What are the risks and rewards of each way?
   e. When you look at what you have done in the past, do you see certain strengths that will help you?
   f. Which alternative has the best chance of succeeding?
5. Help the person to consider a course of action.
   a. Which alternative can you chose right now?
   b. What steps will you take?
   c. How will you involve other people?
   d. How will you know that you are on the right path?
   e. Is your course of action specific enough?
   f. Are you willing to begin acting on it right now?
   g. Is your course of action something different or are you trying something that has failed before?
6. Set an appointment for a progress report.
   a. Are you on your way to achieving your goal?
   b. Are there still some unresolved conflicts?
   c. Have you managed to overcome the roadblocks?
   d. Would you do it again?

Clarifying Responses (based upon areas identified by Howard Kirschenbaum)

I. Feelings
   A. Being aware of one's feelings:
      1. Are you glad about that?
      2. How did you feel when it happened?
      3. What else did you feel?
      4. Have you felt that way for a long time?
   B. Discharge distressful feelings:
      1. Does that make you angry?
      2. Did that make you feel sad?
      3. Was that painful?
      4. Did you feel rejected?
      5. Did you feel abandoned and unloved?
   C. Experience positive self concept:
      1. Did you feel on top of the world?
      2. Did you feel warm and good all over?
      3. Did you feel successful doing that?
      4. Are you happy with what you've done?
      5. Do you accept the results of your actions?
      6. Do you feel accepted?

II. Thinking
   A. On many levels:
      1. Have you given it much thought?
      2. What else could that mean?
      3. What do you have to assume for things to work out that way?
      4. Can you give examples?
      5. Can you say it in other words?
   B. Critical Thinking:
      1. Do you have any reason for saying that?
      2. Do you have proof for your statement?
      3. What have others said about that?
      4. Is that your opinion?
      5. What motivates you to do that?
      6. How long have you thought about doing that?
      7. Do you see any conflicts?
      8. Are there any roadblocks?
      9. Is that a symptom or a cause?
      10. What makes that a goal for you?
      11. Can you define it?
   C. Divergent thinking:
      1. Have you considered doing the opposite?
      2. Is there another perspective from which you can view the event?
      3. Do other people like to do that?
      4. Who doesn't like that? Do you have any ideas why they don't like that?
   D. Moral Reasoning:
      1. Should everyone do that?
      2. Is that what you personally believe?

3. What would you sacrifice in order to have that?
4. Do you consider that to be wrong?
5. What makes that wrong?
6. What do others believe about that?
7. Is there a law or rule which covers that?
8. Is that just?
9. Would you like others to do that?

III. Choosing
  A. Considering alternatives:
    1. Did you consider any alternatives?
    2. What other possibilities are there?
    3. What have others told you to do?
    4. What are some of the things you can do?
    5. What is something new and different you haven't tried yet?
  B. Considering consequences:
    1. Is that simply absurd?
    2. Will that have the best long term consequences for you?
    3. How will that affect others?
    4. Are you capable of doing that?
    5. What are the risks and rewards?
    6. What has the best chance of succeeding?
  C. Choosing freely:
    1. Was that something you chose by yourself?
    2. Did you have to choose that?
    3. Was that something you had to do?
    4. Were you told to choose that?
    5. Did something or someone influence your choice?
    6. Was the choice made for you?
  D. Achievement planning:
    1. What results are you looking for?
    2. What do you want to achieve?
    3. Have you decided upon your specific goal?
    4. How will you know that you have achieved your goal?
    5. Do you have a specific course of action?
    6. How will you involve others?
    7. What steps will you take?
    8. How will you know that you are on the right path?

IV. Acting
  A. Repeatedly:
    1. Do you do that often?
    2. Would you do it again?
  B. Consistently:
    1. Did you do anything about that?
    2. Does that help you to achieve your goal?
    3. Will you really do that or are you just talking?
    4. Will you tell others to do that in similar situations?
    5. Do you believe that is the right thing to do?
  C. Skillfully:
    1. Were you successful?
    2. What skills did you use?
    3. Could you do it better next time?

**Helpful Reading**
**For The Instructor**

The following books will help you understand where some of the basic ideas for this program originated. They may help you see the continuity and need for the exercises presented here.


Thoroman,E.C.,"The Vocational Counseling of Adults and Young Adults,"Houghton, Mifflin Co.,Boston,Ma.,1968

Tyler,Leona E,"The Work Of The Counselor",Appleton,Century, Crofts,1958.

Tiedeman,O'Hara,"Career Development, Choice and Adjustment," Monograph #3, College Entrance Examination Board, Princeton, N.J.

Super,et al.,"Career Development,Self-Concept Theory,"Monograph #4,College Entrance Examination Board,Princeton,N.J.

Robertson,Von H.,ed.;"Career Counseling",American Vocational Association,American Technical Society,Chicago,Ill.,1968.

Bolles,R.N.,"What Color Is Your Parachute?",10-Speed Press,1972-77

Holland,J.L.,"Making Vocational Choices:ATheory Of Careers,"Prentice-Hall,1973.

## Helpful Reading II
### Resource Materials For The Participants

When you run this program you should have the following materials on hand for your information as well as for the participants':

**"Occupational Outlook Handbook," U.S. Dept. of Labor, latest edition**
This book contains the descriptions for various career areas, methods of entry to each, qualifications, etc. and the employment chances during the next ten years. It is the main source of information for most vocational counselors.

**"The Encyclopedia of Careers, Vols. I&II," Doubleday, latest edition.**

Provides much the same information as the OOH but each article is written by an expert in the field. The main drawback is that the outlook information is not updated as often as it is in the OOH.

**"Vocational Guidance Directory," Vermont Student Assistance Corp., 156 College St. Burlington, Vt. 05401, 1974.**
This book is a guide to schools offering vocational training in a variety of occupations. The schools were chosen for their proximity to Vermont. The directory offers no indication as to the length of training or the courses offered; this would require individual follow-up by the participants.

## READING II

**"Job Hunt Workbook," Vermont Governor's Commission on the Status of Women, Montpelier, Vt.**

The commission asks only a small donation for copies of this book. Much of the information presented here is duplicated in the WORKshop program. Many persons find that the information gained in this program takes on new meaning when also found by going through another book. This book makes a quick reference.

**"Dictionary of Occupational Titles," U.S. Dept. of Labor.**

Copies of this should be available in your guidance department. A study of its 14,000 job titles is interesting, but takes a year. Become familiar with how the two volumes are arranged: know the ten areas and how jobs are coded by the Job Service. If you think it will be hard, see the local Job Service office and borrow their self-study booklet on the book. It might also be useful to get a summer job with the employment office.

In any case, get to know how this book is used. It will be invaluable in helping participants find the options open to them. No other book or resource has such a complete listing of the various occupations in all phases of business.

**"How To Decides: A Guide For Women," Scholz, Prince, Miller, College Entrance Examination Board, Princeton, N.J., 1975.**

This book and the ones that follow should be available in your resource center to be borrowed. Get some cards from the school library and have the participants sign the books out.

**"Where Do I Go From Here With My Life?" Crystal, bolles, Seabury Press, 1974.**

A programmed career guidance book with information for the student and the instructor of a program; there is also information for individual counseling. This book is highly recommended.

**"What Color Is Your Parachute?," Bolles, R.N., 10-Speed Press, 1977.**

This book contains many of the basic concepts behind this program. It is simply stated in common sense terms that will be useful to both you and the participants. Read it yourself before you put it on the reference shelf. It is a good idea to order more than one copy. The book is always in big demand and has been known to disappear.

**"Go Hire Yourself An Employer," Irish, Richard, Anchor Press, 1973**
**"If Things Don't Improve Soon, I May Ask You To Fire Me," by the same author, Anchor Press, 1975.**

The author is a personnel man, and is very militant in his views. His views are aimed at those seeking and holding higher level jobs. Bolles says these books make job seekers feel good and that is important.

These and other books are listed in the workbook. You can purchase these or have the publisher send you sample copies for 30 days, pick out the ones you feel will be useful. There are many self-help books coming out everyday,keep an eye out for them.

### On-The-Job Assertiveness

You may find after running several sections of this program that you will have some participants who have trouble expressing their wants or needs. They either say nothing or their language is aimed at inviting dispute. These persons may be interested in some sort of assertiveness training. You may be able to find someone at the local mental health center who will run this alone or with you. In many cases it will enhance the effectiveness of the WORKshop program.

The basic text for such a workshop or course is:

"When I Say No, I Feel Guilty"
By Manuel J. Smith
Bantam Books,1975, $1.95

This will help your participants with approaching strangers during their job hunt safari;with handling problem interviews and on-the-job hassles, particularly how to handle criticism.